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ABSTRACT

This document is the final report of the Outreach Project, which is directed toward increasing environmental awareness and expanding the educational uses of the Tallahassee Junior Museum through the cooperation of Museum staff, a variety of community groups, and the Florida State University's environmental studies program. To meet the concern, adult community leaders were offered thirty one-week training programs at the museum which involved participation in environmental educational experiences for the community groups. Objectives and goals of the training sessions are included in the document, along with a program evaluation for meeting the needs of the training groups. Two appendices conclude the document. The first is a general brochure explaining the nature and resources of the Junior Museum. The second appendix includes two kinds of evaluation letters from those groups who produced booklets at the workshops and those who used the booklets in some facet of educatinal activity. (Author/JR)

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FINAL REPORT: 1974-1975

Title I, HEA Project 74-125-004

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COMMUNITY LEADERS' TRAINING IN ENVIRONMENTAL STUDIES: A CO-OPERATIVE COMMUNITY PROJECT FUNDED UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965

Final Report Prepared By

Rod Allen
David LaHart
Joel Dawson

JUNE 30, 1975

BARBARA S. TODD, COORDINATOR
STATE TITLE I, HEA 1965, AGENCY
STATE UNIVERSITY SYSTEM
COLLINS BUILDING, WEST GAINES STREET
TALLAHASSEE, FLORIDA 32304

State: Florida Project ID# 74-125-004

TITLE I, HEA FINAL PROJECT REPORT

1. Project Title: COMMUNITY LEADERS' TRAINING IN ENVIRONMENTAL STUDIES: A CO-OPERATIVE COMMUNITY PROJECT FUNDED UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965

2. Location of Project: 426 Hull Drive
Florida State University
Tallahassee, Florida 32306
(904) 644-5769

3. Primary Institution of Higher Education:

The Florida State University
Tallahassee, Florida 32306

4. Cooperating Institutions of Higher Education: (None)

5. Project Director (Name, Title, and Address)

Rodney F. Allen, Associate Professor
Science and Human Affairs Program
Florida State University
Tallahassee, Florida 32306

6. Project Funds

A. Federal Funds (List amount used by each institution) $ 17,983.00

Total $ 17,983.00

B. Matching Funds

(1) Institutional Funds (List contributing institutions and the amount) $ 13,236.00

(2) State Government Funds
(3) Local Government Funds
(4) Participant Fees
(5) Other (specify in each instance)

Total $ 13,236.00

7. Identify the Community Problem

I. Categorize the project in terms of problem area. (check one)

_____ Government
_____ Housing
_____ Poverty
_____ Crime/Law Enforcement
_____ Health
_____ Economic Development

_____	Transportation	_____	Human Relations
__X__	Environmental Quality	_____	Personal Development
_____	Youth Opportunities	_____	Education/School Systems
_____	Recreation	_____	Community Development
_____	Employment	_____	Land Use
		_____	Other

II. Description of the community problem.

This outreach Project was a combined Florida State University-Tallahassee Junior Museum endeavor designed to encourage, and to fill the need for, increased environmental literacy in the Tallahassee area.

The Tallahassee Junior Museum was established in 1962 on a site outside the city on Lake Bradford and provides the community a center of interest in the fields of early Florida's pioneer history and environmental science. While most of the Museum's education programs are youth oriented (in 1972-73 over 26,000 school children visited the Museum), yet the exhibits, wildlife, pioneer farm and nature trails have a tremendous appeal for everyone in the community.

The fifty-two acre site was developed in such a way as to preserve as much of the natural flora and fauna as possible. The nature trails meander over forty acres of flowers, large oaks provide a canopy of shade, and long boardwalks over a cypress swamp hold a special fascination for visiting hikers. White-tailed deer and wild waterfowl can sometimes be spotted in their natural habitat. Small mammals and birds are kept in a small animal compound where they are used for study. Other animals like the white-tailed deer, the bald eagle, black bear, and waterfowl are exhibited in large natural habitats which allow them relative freedom. The Museum plans to have most of its animal collections in natural habitats.

The Museum's "Big Bend" pioneer farm is authentic. The buildings were built in the 1880s at Hosford, about forty miles west of Tallahassee. Only the smokehouse and the blacksmith shop were reconstructed --and then, old materials were used. The farm area is enclosed by a split rail stake-and-rider fence also moved from the original farm site. The farm animals are typical of those found in early Florida barnyards.

The main Museum buildings house changing exhibits on natural science, history, social sciences, art and music. The Natural Science Building features diaramas on birds, a bird viewing window, and the Museum's collection of live reptiles.

The Tallahassee Junior Museum is a tremendous community educational facility for the Tallahassee area and represents a substantial investment of time and capital by members of the community. At a time when the community was very concerned about environmental quality--demanding increased planning and protective ordinances--the museum offered the place and the resources for expanding community-wide environmental awareness and education.

In essence we saw two <u>needs</u> which come together to provide an <u>opportunity</u>. <u>First</u>, adult community leaders in Tallahassee expressed the need for environmental awareness and education. Few groups and agencies were functioning to provide more than raw information on environmental issues;

very few were able to offer an effective educational program to the leaders of groups and agencies or to their participants and clients. At the same time, the Tallahassee Junior Museum was heavily used only in the morning hours when the staff provides educational programs for school children. During these hours the Museum could serve others, if groups and agencies could conduct their own programs. In the afternoons and in the afterschool hours, the Museum facilities were little used. On weekends, the public visits, but without benefit of formal educational programs. With adult community leaders trained in the use of the Museum and with guide/ideabooks designed for those community groups, the use of the Museum could be expanded and the degree of environmental awareness and concern could be heightened.

Many adult leaders were concerned, but needed the educational know-how and techniques for their groups' efforts. In North Florida growth poses a clear and present danger to the quality of the environment, but also a clear and present opportunity to create the broad-based awareness and sensitivities which sustain persons as they decide upon matters which affect their lives and environmental quality.

This outreach Project was directed toward increasing environmental awareness and toward expanding and broadening the educational uses of the Tallahassee Junior Museum through the cooperation of the Museum staff, a wide variety of community groups, and the Florida State University's environmental studies program. To meet this central concern, the Project staff offered adult community leaders thirty one-week training programs on-site at the Museum which involved participation in environmental educational experiences for the community groups which the participants represented.

8. List the Specific Objectives of the Project

a) To train a minimum of 150 adult community leaders to use the facilities and opportunities available at the Tallahassee Junior Museum. These leaders will be environmentally aware and sensitive, with the skills to work with their community group (i.e., Girl Scouts, Sunday School, Senior Citizens) in environmental studies at the Junior Museum.

b) These persons will be skilled in using the outdoors as a natural learning laboratory for their interest group's program.

c) To extend the resources and opportunities provided by the Tallahassee Junior Museum to a wider community audience.

d) To produce an address list of persons trained for the community (i.e., for Scouts needing merit badge counselors, volunteers for schools).

e) To prepare, reproduce and distribute thirty environmental guide and program suggestion booklets, focused upon the Junior Museum and directed toward the interests and programs of specific community groups from which the participants come:

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Thirty Guides --ca. 15 pages long
Distribute about 300 copies of
each through:

Participants' groups
Tallahassee Junior Museum

General Objectives:

f) Strengthen inter-institutional cooperation in the Tallahassee area to assist community leaders to cope with environmental problems.

g) Strengthen University services to the community in the area of environmental awareness and studies.

h) Build opportunities for cooperation and the personal exchange of ideas regarding environmental quality and education with adult community leaders.

9. Project Operations

I. What was the primary type of activity? (check one)

_____	Course	_____	Mass Media
_____	Conference	____	Radio
__X__	Workshop/Seminar	____	T.V.
_____	Research	____	Other (specify)
_____	Technical Assistance	_____	Information Dissemination
_____	Counseling (Personal)		(i.e. publications, pamphlets, manuals)
		_____	Other (specify)

II. Describe the project content, method, and materials employed, the personnel involved, and where applicable, the frequency and duration of sessions.

Publicity. The first task of project personnel and a continuing task was the one of letting our target audience know about the services offered by the University-based project. Our target audience was diverse. It was ill-defined in the sense that we did not know of every group in the community (Tallahassee, Leon and surrounding counties) that would like to use the Junior Museum for environmental education and would like to develop a program.

Thus, the staff sought a wide distribution of the project brochure and over 1000 copies were mailed out or handed out at meetings and through visitors to the Museum. The Museum Newsletter carried announcements. A local TV guide carried announcements. The newsletters of several community organizations, including the contacts and public speaking before diverse community organizations (i.e., Boy Scout training sessions, Garden Club meetings, school principals, etc.). Project personnel made appointments and personally met with the leaders of community agencies such as Community Action, religious

teachers, school volunteers, social studies teachers, wildlife groups, Sierra and Audubon groups.

To complement these activities, the project used participant booklets to recruit other groups and constructed a display for the Junior Museum to alert visitors to the project and its services.

This publicity and personal contact not only informed persons about the project but served the project as sort of an interest survey so that we could more adequately prepare to serve the target audience. In-put from the leadership and staff of the State Bureau of Environmental Education and from the Leon County Schools Science and Environmental Education supervisor were especially helpful.

Arranging Workshop Sessions. Groups in the community contacted the project staff when the group wanted to work on a problem perceived in their program or when they wanted to develop environmental education activities for use at the Museum. One staff person was assigned to each group requesting a workshop. That person surveyed the group and identified the objectives which the group specified for its workshop. (We did not impose a standard format, process, or program, but worked with groups on their own needs.)

The staff person set up the workshop times and secured the material resources, meeting place, and complementary staff assistance as was needed given the group's goals. Probably the more perplexing and difficult task was to arrange times for meetings with five or more busy group members. This was especially true since most of our target groups consisted of volunteers --who were busy in many community organizations.

Workshop Sessions. The Project conducted 35 small-group training sessions with only five to twenty participants which provided intensive personal sessions on-site at the Junior Museum. The small-group format allowed more discussion and interaction and enhanced the program as a "working together" endeavor rather than the more usual "talking at" university-type instruction. Small groups permitted an informality which was desirable as the participants sat down with the Museum staff and with specialists from the university to raise questions and focus upon their concerns. The small groups also allowed the Project staff--professors and Project associates--to work intensively with participants on their concerns rather than making general and more formal presentations.

Each participant was grouped with persons with similar interests for a workshop session. The participants had a minimum of five hours of time with the staff and this time was expanded depending upon the participants' interest area, time available in their personal schedules, etc. The Project staff provided training sessions at the convenience of the participants, including evening and weekend sessions. For example, a group of teachers spent one afternoon a week for four weeks at the Museum working with the staff, while another group worked two Saturdays on their interests.

Each training session involved the following:

--an opportunity to become familiar with the Junior Museum facilities and to meet with the Museum staff
--environmental awareness activities appropriate to participants' interests
--an examination of several existing environmental studies programs (goals, objectives, materials and activities) appropriate to the participants' interests or a general discussion of environmental education approaches.
--the design and writing of environmental studies activities for the participants' interest group with the Project staff
--the printing of these activities in a booklet for that interest group and a follow-up distribution of the booklets.

These sessions were not courses in the usual sense, carrying academic credit. No university credit was provided and no fees were charged to participants for enrolling, for materials, for supplies, or for copies of the booklets to be printed and distributed. All activities were covered by the Project budget, with the university and Junior Museum contributions.

SCHEDULE OF ACTIVITIES

Proposed	Actual
1 July 1974 -- 9 September 1974	
-Publicity and contact with community groups -Begin design of programs -Training of staff -Begin sign-up of participants	-These activities were conducted as proposed.
9 September 1974 -- 13 December 1974	
-Ten one-week training session -Printing and distribution of ten guide booklets -Continued sign-up of participants	-These activities were conducted as proposed, except that we worked with fifteen groups by December and complemented these workshops with personal presentations before a number of community groups.
6 January 1975 -- 30 March 1975	
-Ten one-week training sessions -Printing and distribution of ten guide booklets -Continued sign-up of participants	-These activities were conducted as proposed.

1 April 1975 -- 10 June 1975

-Ten one-week training sessions -Printing and distribution of ten guide booklets -Follow-up evaluation of earlier participants' interests and use of training	-These activities were conducted as proposed, making a total of thirty-five community groups served.

10 June 1975 -- 30 June 1975

-Review and evaluation of activities -Preparation of a final report to funding agency	-These activities were conducted as proposed.

Community Groups Participating in "Adult Community Leaders' Training for Environmental Studies":

	Number of Participants
Big Bend Council of Girl Scouts	4
Wakulla County Teachers Group	4
Early Childhood Educators	6
Leon Secondary School Teachers	5
Leon County Humane Society	6
Tallahassee Junior Museum Staff	4
Florida High School Teachers	4
Environmental Action Group	6
Girl Scout Leaders (mixed group)	4
Girl Scout Leaders (mixed group)	5
Nims Middle School Teachers	5
University School Primary Educators	5
Big Bend Sierra Club	7
Sunland Girl Scout Troop Leaders and U.S. Forest Service	6
Leon County Alternative School Staff	7
Tallahassee Adult Literacy Council	5
Florida Energy Committee	5
Springtime Tallahassee Committee	5
Natural Bridge Middle School Teachers	6
Tallahassee Early Childhood Teachers	7
High School Teachers	13
Tallahassee Junior Museum Board Members	3
Head Start Teachers	7
STEP Committee (Leon and Bay County Teachers)	19
Florida Association for Children Under Six	15
Leon County School Volunteers	8
Apalachee Chapter of the Audubon Society	5
High School Teachers	10
Museum History Committee	4
Blessed Sacrament School Teachers	6
Garden Club	5
University School Teachers (mixed group)	5

Museum League	4
High School Teachers (mixed group)	5
Tallahassee Adult Literacy Council	5
	220

In addition, the Project staff made formal presentations before diverse community groups including Girl Scout leaders, Garden Clubs, Leon County School Principals, Junior League, School Teachers, and the Sierra Club. The total audience in these presentations exceeds 500 adults in the Tallahassee area.

Additional presentations on our Title I project were made before the convention of the Florida Council for the Social Studies (100 persons) and the National Council for Geographic Education (78 persons). Presentations (at no cost to our Project budget) were made to the Panhandle Regional Educational Cooperative Teachers' Workshop (55 persons), the International Conference on Values Education, Oakville, Ontario (81 persons), and Pinellas County Social Studies Educators (23 persons), and the National Council for the Social Studies (11 persons).

10. Project Accomplishments

A. Evaluation

I. Discuss the nature and the findings of the project evaluation. Include an assessment of the project's success in meeting its specific objectives. In addition, comment on what you see as the reasons for the success or failure of the project. Did the project reach the anticipated target group? Was the level of participation as high as was projected? What outcome is most worthy of dissemination to other states and institutions of higher education?

Objective a. The Project set out to serve thirty community groups with a total of 150 adult community leaders involved in the workshop sessions. We worked with thirty-five groups with a total of 220 adult community leaders involved.

Objective b. The Project sought to add to the skills of these leaders in conducting environmental education for their community groups. The comments of participants and the letters of those sampled in a follow-up evaluation (see Appendix B) attest to such skill improvement.

Objective c. The Project set forth to extend the resources and opportunities of the Tallahassee Junior Museum to a wider community audience. Comments by the Museum staff indicate that some greater involvement did occur but this was not overwhelming! The energy crisis and budget cuts in State and local agencies curtailed considerable use of the Museum --especially by school groups. However, we gave

evidence that the participant booklets did expand groups' involvement in environmental studies at other more convenient sites (i.e., school yards, church grounds, parks, Girl Scout camp, etc.). Many of the participant booklets received wide circulation (even before copies were available through ERIC and many activities were reprinted by Audubon and Girl Scout groups in Florida. Requests for participant booklets were received from all over Florida, coming from teachers, supervisors, park and recreation personnel, scout leaders, etc. Booklets were used in other Florida regions by the consultants of the State Bureau of Environmental Education. And some groups are considering reprinting booklets -- at their own expense -- to foster wider distribution than the original 300 copies. Each of these factors adds to our impression that the Project had a great impact upon environmental studies beyond the Junior Museum facility.

Objective d. The Project set forth to create a cadre of persons skilled in some aspects of environmental education at the Museum. In most cases this was accomplished -- but we generally attracted persons who had an interest in environmental education and had developed some skills. Thus, it was usually a matter of focusing and developing existing skills and helping persons learn pedagogical techniques for applying what they knew or accomplishing some goals which they identified.

Through the list of workshop participants on the coverpages of the thirty-five booklets, the community has a list of knowledgeable persons on environmental education themes. Such a list can serve in the identification of Scout merit badge counselors, contact persons for others with similar program needs, etc.

Objective e. The Project set forth to produce thirty booklets with workshop participants -- and thirty-five were produced, printed, and distributed. The impact of these booklets was increased by placing copies with ERIC (where copies will be available at cost on microfliche or xerox) and by limited distribution by mail to thirty five key environmental educators in Florida and across the United States.

General Objectives:

Objective f. The Project set forth to encourage and strengthen inter-institutional cooperation in the Tallahassee area [illegible] such cooperation could enhance environmental education. We were successful in building upon

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cooperative dispositions and arrangements which were already present. For example, we did get university (FSU) and school system cooperation. We did get magnificent interaction with the Bureau of Environmental Education and several other State and Federal agencies (i.e., U.S. Forest Service and Florida Energy Office).

Objective g. The Project set forth to strengthen University services to the community in the area of environmental education and this was accomplished. Increasingly the Project -- and especially individual staff persons (David LaHart and Joel Dawson) -- are called upon to cocperate in the design and development of environmental education activities. This was accomplished in part because of the Project -- but perhaps equally due to the interest in environmental awareness created by the Bureau of Environmental Education, its staff and programs, with which our Project and personnel have been involved.

In our second year, we hope to build upon this strength.

Objective h. The Project set forth to build inter-personal lines of communication throughout the community for exchanging environmental education ideas and program suggestions. This has been accomplished to some extent; however, this will be a major objective in our second year of funded activity. A series of community seminars are scheduled to accomplish this communication network.

General Comments:

The letters in Appendix B offer evaluations of two kinds. First, there are letters evaluating the impact of the Project from those groups directly served -- those groups who produced booklets at our workshops. Second, there are letters from those who received copies of the booklets and used them in some facet of their activity. Both kinds of evaluation are important -- and evaluations of both kinds have been very positive about the Project's endeavors.

Three factors were our key disappointments. First, we had not predicted the problems involved in scheduling (and the time consumed in scheduling) workshop sessions with busy professionals and volunteers. Far more persons were interested in participating than actually participated due to problems in finding a common time frame for holding the workshop sessions. Personal schedules had many conflicts. After several months, we assumed that such was the condition of dealing with volunteers and busy professionals!

Second, we were disappointed that we were not able to involve more minority group members. In part, this was due to the fact that many minorities have a low priority on environmental education and are working on other concerns. In part, this was due to our own inexperience in recruiting minority group participation outside of school-based groups (teachers, teacher aides, school volunteers, etc.). For our second year, we have set a separate objective on this concern and this

will be a priority objective.

Third, we were affected by the general economic slump. The Junior Museum's budget was reduced and the staff time allocated there to environmental education was reduced. Schools, community groups, and public agencies were either caught by budget cuts, were engrossed in maintaining budget allocations, or were caught by both. The university was no exception. In this climate, attracting interest in increased environmental education opportunities was made more difficult. While we exceeded our stated objectives, we had hoped to do more. In this regard, the economic slump (and the restricted travel and transportation budgets occasioned also by the energy crisis) had an adverse impact which decreased growth in the use of the Museum (which we had projected) but had a positive impact upon increased environmental education uses of more convenient facilities (i.e., school yards, city parks, etc.).

The more encouraging results of the Project were the cooperative and fruitful work with community groups on common concerns -- enhancing environmental education and environmental quality, and the great acceptance and positive response to the activities generated by the workshops. (See Appendix B).

II. Will the program itself continue beyond this period of Title I funding? If so, under what sponsorship or support? (Check one)

Continued under Title I	Accomplished purpose -
X Project #75-125-004	____ no further plans
Continued with other	Unsuccessful, no
____ Federal funding	____ further funding
Continued with non-	Other (Specify)
____ Federal funds	____

B. Relative to Institution of Higher Education

Indicate the impact of the project upon on-going program(s) of participating universities. Have changes occurred, or are they anticipated, in the organization, curriculum budget, community service program, or other aspects of the institution? Describe any planned or unexpected "spin-offs" involving additional funds or activities generated.

The first year Project (for which this document is the final report) got university-based personnel involved in community organizations and in community concerns where they were not heavily involved before. Speaking engagements and the workshops--which were task oriented--offered opportunities for university-based personnel to address concerns and needs identified by persons in the community. The Project Director was nominated and elected to the board of the Tallahassee Junior Museum. Project personnel were engaged in the staff training programs of community agencies.

Several courses at the university incorporated environmental themes and materials, especially teacher training programs in the College of Education. This also involved a greater concern for community participation opportunities for educators.

The university offers a new course on the design of environmental education programs at the graduate level, and one section was offered off-campus with the cooperation of the State Bureau of Environmental Education.

But, as important as these activities are, perhaps the most important impact of the Project has been to establish the university-based personnel as concerned about environmental education in formal and non-formal settings. This improved perception by community groups in Florida will support requests for additional university involvement -- and thus, encourage the university to respond with relevant, meaningful programs and services.

In addition, the university staff became acquainted with the joy of working with people not associated with higher education in the normal sense. The ideas generated by these people "with a little help from the Project staff" is testimony to the quality and quantity of ideas out there. We enjoyed going out and working with community people and their "ways to environmental education."

C. Relative to the Community. Specify the extent and the nature of the involvement in the project of community leaders, citizens, public and private agencies and State and local government. Were they, for example, involved in the initiation of the proposal and/or the planning and development of the project? Have any new community agencies, organizations, or groups been established as a result of this project? Has the community service capability of existing agencies and organizations been increased. If so, please describe:

There are 220 persons in the community with environmental education skills which they did not have before the advent of this Project. All community groups, including the Museum's educational staff and volunteers, have access to a massive set of instructional activities which were not available before. Each of these activities is focused upon the Museum facilities. Thus, community agencies and groups have the wherewithall to conduct environmental education activities at the Museum or at other sites.

This Project was planned with a number of adult leaders in the community. Public school educators, private school educators, and religious educators provided input. Scout leaders and several representatives of action-groups in Tallahassee provided input. They were not only supportive, but have been enthusiastic about the program. As public concern over environmental quality increases and as more persons realize the necessity for public action on the dilemmas posed by population growth and development, the demand for environmental studies by persons in all age categories and in all interest groups mounts. The adult leaders we worked with point to the Junior Museum as an outstanding vehicle for environmental education for all age groups and for their own interest groups.

The program was the subject of discussion with leaders in federal and State governmental agencies concerned with the environment. They made suggestions and have supported the Project.

Two community agencies directly concerned and involved, the Tallahassee Junior Museum and the Leon County Schools have been most supportive and enthusiastic. John S. Hutchinson of the Leon County Schools helped to plan our program and has cooperated fully in the Project.

Most important, Mr. Sam W. Kates and the educational staff at the Junior Museum provided instructional space, staff support, and materials for the Project.

Adult community leaders involved in religious, Girl and Boy Scout programs programs have been consulted about the kinds of programs they would like in the workshop sessions. We were encouraged by their ideas and enthusiasm. Many of their suggestions have been recorded for use later -- but the key suggestion was that we keep open to serve the immediate concerns of the 5 or 6 participants in each program. However, these agencies will review the guides and idea-books produced by participants from their ranks and will handle most of the distribution of the 300 copies of each booklet produced by those participants.

In setting up the sessions and in planning their content, we will consult with specific community agencies to recommend participants, and then, develop the program for that week with those participants. A wide variety of government agencies in Tallahassee have indicated an interest in this Project and have offered personnel support and a wide range of materials for participants.

11. Ge graphic area served by the Project (check one)

_____Urban	__X__Metropolitan	_____Suburban
_____Rural	_____Statewide	_____Other (specify)

12. Prior History of the Project (check one)

__X__New Project	_____Expansion or improvement
_____Continuation of CSCE Project*	_____of a non-CSCE project
_____Revision of CSCE Project*	_____Other (specify)

*List previous project I.D. number(s):

13. Faculty Involvement (List the faculty members involved in the project, the nature of their activity, their academic discipline, and the percentage of their time spent on the project).

Rodney F. Allen, Project Director, 25% time. Instructional interest: environmental values and moral development

Charles H. Adair, teacher, 25% time. Instructional interest: simulation games and environmental decision-making

George Dawson, teacher, 25% time. Instructional interest: environmental science.

Professor George Dawson is a director of the ISCS science project which has had a tremendous impact upon junior high school science teaching in this country and abroad. A distinguished biology teacher, he has led workshops

across the nation and throughout the world.

Professor Charles Adair has conducted numerable seminars on simulation games and served as a population education consultant to the Republic of Korea under an AID program. His work has been published in English and in Korean, and his simulation games for population education and environmental studies are distributed widely.

Professor Rodney Allen has worked with school systems in Leon and Pinellas counties on environmental studies programs and has published instructional materials for middle school and high school students. He has conducted teacher institutes in Tallahassee, Clearwater, Winona and St. Paul, Minnesota, and has conducted workshop sessions on the ethics of environmental concern before the Florida Council for the Social Studies, the International Conference on Religious Education, and the National Conference of Geographic Educators. Most recently, he has directed an adult education program on the environment in Tallahassee, funded by the Florida Citizens' Committee for the Humanities.

This staff was complemented on occasion by professors from various departments to meet the specific needs of particular adult leaders.

Sam W. Kates, Director, and the educational staff of the Junior Museum participated in the training programs. Also, adult participants got the cooperation of Dr. John S. Hutchinson, Supervisor, Science and Environmental Education, Leon County Schools, and C. Richard Tillis, Bureau Chief for Environmental Education for the Department of Education, State of Florida. Both of these persons serve on the Leon County Environmental Studies Advisory Board and are experienced in designing environmental awareness programs for all age groups.

14. Student Involvement (If available, indicate the nature of student involvement in the project as well as the number of students engaged in each activity)

A. Instructors
B. Interns
C. Consultants (Technical Assistance)
D. Researchers/Data Collectors
E. Other (Specify in each instance)

Activity	No. of Students
A. Instructors	2 university students
E. Office personnel	4 " "
E. Student for field tests of instructional activities	ca. 25 high school/middle school

15. Demographic Data

Demographic data on all actual participants should be collected and reported for each project. The data should be summarized in terms of sex, age, education and occupation. In addition a brief narrative of the general characteristics of the participants should be included (i.e., were they city councilmen, upper level managers, housewives, etc.? Were they the group for whom the project was intended?)

I. Demographic Summary:

	Males 74	Females 146
A. Age		
Under 21:		
21-35:	45	60
36-55.	29	64
Over 55:		22
B. Educational Level		
Elementary:		
Junior High School:		
High School:		14
College below baccalaureate:	16	35
Baccalaureate:	50	60
Graduate or Professional:	18	37
C. Occupational Classification		
Professional:	55	90
Semi-Professional:	19	56
Skilled:		
Semi-skilled:		
Unskilled:		
Other (specify):		

II. Narrative Description:

The persons served by our Project are adult community leaders, who as part of their Project participation, designed environmental instructional activities which will impact a much larger group. For example, a group of four Girl Scout leaders produced a booklet of activities which was used with their immediate responsibility--girls in four troops. However, three hundred copies of their booklet were distributed to three hundred additional leaders who in turn could use them with their troops. Thus, the 220 persons listed above are the tip of a rather substantial iceberg.

The groups which these leaders represented are listed under item #16 below.

16. Project Materials (Describe the materials produced for and by the project (i.e., curriculum materials, films, etc.) and indicate whether copies are available for dissemination).

The materials produced by the groups were printed and three hundred copies were distributed to our target audience. Copies have been placed in public libraries within our target area. In addition, copies of our materials (in four volumes) and copies of our final report have been deposited in the ERIC system and copies may be ordered on microfliche cards or in xerox copies. The contents of each volume are as follows:

INDEX TO EACH VOLUME OF INSTRUCTIONAL MATERIAL

VOLUME I

1. Environmental Sensitivity, Leon Alternative School Staff (All ages)
2. Ten-Minute Mini-Walks, Nims Middle School Teachers (Middle School)
3. Girl Scout Activities, Girl Scout Leaders (Secondary School)
4. Little Folks Activities, Leon County Teachers (Early Childhood)
5. Action Projects, Sierra Club (All ages)
6. Trees, University School Teachers (Elementary School)
7. Humane Education Activities, Leon Humane Society (All ages)
8. Ants, Wakulla County Teachers (Elementary School)
9. Trees, University School Teachers (High School)
10. School Science Activities, Leon County Teachers (Secondary School)

VOLUME II

1. STEP Booklet, Leon and Bay County Teachers (Elementary and High School)
2. K-3 Activities, Florida Association for Children Under Six (Early Childhood)
3. Trees, Blessed Sacrament Teachers (Elementary School)
4. Trout Pond Activities, Girl Scout Leaders and U.S. Forest Service (Handicapped Persons)
5. North Florida Wildlife, Leon County Sportsmen Association (All ages)
6. Handicrafts, Girl Scout Leaders (All ages)
7. Environmental Lifestyles, Environmental Action Group (All ages)
8. Swamp Explorations, Museum Educational Staff (Secondary School-Adult)
9. The (1880s) Pioneer Farm, High School Teachers (High School Social Studies)
10. Wide Games, Girl Scout Leaders (Secondary School-Adult)

VOLUME III

1. Museum Development, Museum Staff and Board (All ages)
2. Transcending: Humanistic Environmental Education, High School Teachers (Secondary School-Adult)
3. The Animals at the Museum, Natural Bridge School Staff (Middle School)
4. Wildlife Activities, Apalachee Audubon Society (Secondary School-Adult)
5. Creativity, Adult Literacy Council Staff (All ages)
6. Herbs, Tallahassee Garden Clubs (Upper Elementary to Adult)
7. School Volunteer Activities, Leon County School Volunteers (Elementary)
8. Reading Activities, Tallahassee Adult Literacy Council (All ages)
9. Environmental Feelings, Tallahassee Early Childhood Educators (Elementary)
10. Energy Activities, State Energy Agencies (High School)

VOLUME IV

1. Springtime Tallahassee History, Committee of Springtime Tallahassee (Adult)
2. Animals at the Museum, Leon Headstart Teachers (Early Childhood)
3. Community Participation in Environmental Education, High School Teachers (High School)
4. Big Bend Cookbook, Museum League Members (All ages)
5. History of the Tallahassee Junior Museum, Museum Board Members (Adult)

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17. Express your judgement on the relationship of this project to the overall State program of Community Service and Continuing Education. (Title I, HEA)

The Florida Title I HEA has four central themes. One theme is "Environmental Quality." Our Project fits well within this central theme. As noted earlier, our Project objectives conform to the general objectives of the Florida program, in developing continuing education, outreach inter-institutional cooperation, etc.

In the future, we hope to encourage other institutions (outside of our target area) to participate in similar programs. We hope to develop a consortium of environmental groups and post-secondary education institutions to work with community-oriented environmental education facilities such as the Tallahassee Junior Museum.

APPENDICES:

A. The Tallahassee Junior Museum

B. Letters of Evaluation from Those Groups Served by the Project

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tallahassee junior museum

Helen Grissett
Sam W. Kates
Ann Matthews

"This is the only Museum in the United States where the exhibits indoors are challenged by the outdoors."

--John Ripley Forbes, President
Natural Science for Youth
Foundation

00021

I. HISTORY OF THE TALLAHASSEE JUNIOR MUSEUM

A. Who Started The Museum?

Movement for a Junior Museum in Tallahassee was started by the Tallahassee chapter of the Association for Childhood Education. The project was given sponsorship as its main project by the Service League of Tallahassee (now the Junior League of Tallahassee). During 1958, support was provided by the National Foundation for Junior Museums (now the Natural Science for Youth Foundation). This support included a monetary contribution toward a director's salary.

B. Why Was It Started?

When the Tallahassee Junior Museum was first conceived in thought, the only other Junior Museums in Florida were in Miami and Jacksonville. The group of school teachers desiring to make this progressive step wanted to give the youth of Tallahassee a better understanding and appreciation of natural science, the social sciences, history and the world in which they live. They felt that the educational resources of Tallahassee (such as the universities, the museums, and certain state agencies) could be drawn upon and geared to the educational needs of the children.

C. When Was It Started?

In 1957 two hundred dollars was contributed by the Tallahassee chapter of the Association for Childhood Education for the drawing of a charter and incorporation. In 1958 the present Junior League of Tallahassee and present Natural Science for Youth Foundation gave their financial support. During the same year the Florida State Cabinet gave the Museum temporary quarters in a former residence in the Capital Center. In 1960 a ten acre tract on Lake Bradford, Leon County, was bought, and the present buildings on this site were ready for official use on March 24, 1962.

II. THE PHYSICAL PLANT OF THE MAIN MUSEUM BUILDINGS

A. Who Were The Architects And How Were They Selected?

James D. Bullard and Dan P. Branch were selected from 11 entries in a local architects' competition. (Of the 125 Junior Museums in the United States, only about 25% are housed in buildings designed particularly for them, according to John Ripley Forbes, President of the Natural Science for Youth Foundation).

B. What Is The Reason For The Unusual Design And Lay-Out Of The Buildings?

James Bullard says of the design, a series of four units connected by covered walkways: "Basically, the approach to designing

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the Tallahassee Junior Museum was a recollection of youth and an attempt to recapture the enthusiasm, complex simplicity and happiness of that period of our lives. A frequent comment of the observer is on the shape of the roofs. This upsweeping form was chosen to convey an atmosphere of happiness and give the composition a feeling of playfulness. The rhythmic framing members of the walks and platforms are seen against the undefined forms of nature and the solid forms of the buildings; these suggest the many facets and ever changing perspective of youth. If we must select a single word to express the spirit of the Tallahassee Junior Museum, it must be enthusiasm. We believe this word enthusiasm may also define the quality we adults admire and envy in youth."

C. How Much Did The Four Buildings Cost To Construct?

The buildings were built for approximately $8.50 a square foot, and the total cost amounted to $75,041.32.

D. What Are The Various Buildings Used For?

The reception building is used for administrative purposes. In it is the office, reception center, sales corner, reference corner and stage area. Since it is the largest of the buildings, it may also be used for an auditorium. The classroom building is used as an art and science lab, and the natural history and science building is used for bird watching exhibits and instructional purposes. The exhibit building is used for the display of material not relating to natural science. Two of the buildings have basements. One of these is used to house the Treasure Chests (boxed exhibits for loan to schools and other educational groups) and collections, and the other is used for a workshop and additional office space.

E. How Much Land Does The Museum Have?

The original purchase was of a ten acre tract. Within more recent years a 40 acre purchase adjoining the original plot was negotiated, making a total of 50 acres. In 1973, two additional acres were leased from the U.S. Forestry Service.

F. What Are Some Of The Long Range Plans?

In 1971 the Museum Board adopted a ten-year plan. This included alligator, puma, bobcat, and otter natural habitats; a new exhibit building, an education building, and a transportation pavilion; and the acquisition of adjacent property for expansion and for parking.

III. THE STAFF AND VOLUNTEER HELPERS

A. Museum Director
Museum Curator
Three part-time teachers
Curator of Animals
Bookkeeper
Secretary
Maintenance Man

00023

Maid
Gardener

B. What Organizations Do Volunteer Work At The Museum?

The Junior League of Tallahassee and the Women's Guild of the Tallahassee Junior Museum furnish most of the regular volunteer help. However, other organizations, such as the Tallahassee Garden Clubs and Junior Women's Club have furnished invaluable service.

IV. FINANCIAL OPERATION OF THE MUSEUM

A. Where Does The Museum Get The Money To Operate?

There are a number of sources of income. 1. Leon County Commission, and 2. The Leon County School Board are the principal tax-base sources. Memberships, admissions, commissary sales and grants from private foundations and Guild activities such as Market Day, Farm Day, Antique Shows, etc. Private foundations have contributed to the operating budget of the Museum, such as the recent grant from the Firman Fund, Cleveland, Ohio. The Museum's capital improvements are made through memorials, special funding programs, gifts, and by income from the Museum's new capital fund.

B. How Are The Buildings To Be Paid For?

In 1960 the Junior League of Tallahassee donated $10,000 to the building fund. Other donations came from Mrs. Udo Fleischmann and from the Phipps Foundation. Citizens of Tallahassee were given the opportunity to make pledges to cover the amount of the building commitment. There remains a small mortgage which is paid on, monthly, from funds allocated to the operating account.

V. THE BIG BEND PIONEER FARM

A. What Is The Big Bend Pioneer Farm?

Big Bend Pioneer Farm is an authentic restoration of the rural life of approximately ninety years ago in that part of North Florida which still was the frontier south. This farm exhibit is unique in that it was the first full scale historic restoration being carried on by a Junior Museum.

B. How Did The Idea For This Particular Restoration Originate?

When the final selection of plans for the four museum buildings was made, several members of the Board of Trustees were somewhat upset by what they considered the Oriental influence in the roof lines of the buildings. One of the architects insisted that the pagoda-like profile is typical of North Florida pioneer farm buildings, and suggested several places where these log structures might still be seen. Board members not only discovered the upsweeping curve on old Big Bend buildings, they also discovered an entire farmyard of our buildings in one area and a matching log farm house in the next county that could be had for

the cost of moving them. And, thus, the Big Bend Pioneer Farm was born.

C. Where Did The Buildings In The Big Bend Farm Come From?

The farm house, built in the 1880s, was moved from Liberty County near Hosford. The barn with hayloft, buggy house, corn crib and stall, syrup shed, chicken house and fruit and potato house were built at the Frink Community in Calhoun County. The commissary, built in 1898, was moved from an area near Pavo, Georgia. The rice husker, the cane grinder, the butcher pole, birdhouse, and the picket fence enclosing the dooryard of the house are original to the 1880 period and were all found in this area. The only reconstructed buildings are the well and the fittings and the blacksmith shop. The farm area is partially enclosed by the original split rail fence, stakes and riders locked into place.

D. How Were The Farm House, Commissary, And Other Buildings Moved To Tallahassee?

They were moved in by trucks. In the 1880s yellow pine logs were hand-hewn and fitted together. They were dismantled and carefully re-assembled in Leon County, the out-buildings being placed at suitable locations in relation to the cabin. The commissary, originally used as a commissary for a turpentine camp and built from hard cypress, was also moved by truck.

E. What Are Some Of The Most Interesting Facts Concerning The Farm House?

The foundation of the building is interesting. It rests on a foundation of skewed blocks made from very hard lumber which had never been turpentined. Originally, the farm house had a kitchen some 20 to 30 feet to the side, connected only by an uncovered walkway. The Museum hopes to acquire an authentic kitchen building or to reconstruct the original structure in its continuing restoration project. The farm house also had three bedrooms (which had been added after its original construction), one on each side porch and one on the left front corner. The fireplace and chimney are of the type known as "stick and mud." Bricks were scarce and expensive for the pioneer of North Florida. The only thing new about the farm house is the new cedar shingle roof, which was necessary in order to protect the household items.

F. Where Did The Items Inside The Buildings Come From?

Many of them were donated by interested townspeople and area residents. Each building is furnished with appropriate and authentic items.

G. Where Did The Pioneers Who Settled This Area Originally Come From?

The pioneers came from the Carolinas probably in covered wagons. They brought along things that they could not make in the wilderness area. Some of these items are kerosene lamps, candle-makers, window glass, household utensils, and, of course, a shot-gun (muzzle loading) to protect the family and to provide game for food. Some trophies of the farmer's hunting skill may be seen in the farm house: the cow hide chairs, the rugs on the floor, the turkey-wing fan on the table, the deer antlers over the outside door, and the antlers over the fireplace complete with turkey beards.

H. The Farm Also Includes A Vegetable Garden And Cash Crops which were raised in the 1880s. The Museum Gardener uses hand-power, employing tools of the period and mule-power --when the mule cooperates.

VI. SPECIAL BUILDINGS

A. Murat House

Bellevue was the plantation home (1854-1867) of the Princess Catherine Murat, who was the Great-Grand Niece of George Washington and widow of the Prince of Naples, Achille Murat. The house was moved to its present location and restored and furnished by the Murat House Association which deeded the house over to the Museum in 1973.

B. School House

This was the last one-room school house in service in the state. The school was established in 1860 in Miccosukee, but this building was from the turn of the century. It was moved to the Museum about five years ago and restored and furnished with the Simmons Memorial.

C. Sesquicentennial Building

A replica of Florida's first Capitol, a log building, built in celebration of Tallahassee's Sesquicentennial in 1974. The building was constructed by Sheriff Raymond Hamlin, was moved to the Museum with funds from the Tallahassee Lions Club, and now serves as the Welcome Center for the Museum.

D. Caboose

A 1926 wooden caboose donated by the Seaboard Coast Railroad now houses a series of exhibits on the history of railroading.

VII. LIVE ANIMALS

A. What Live Animals May Be Seen On The Big Bend Pioneer Farm?

The farm has a pig, mule, goats, sheep, cow and various poultry.

B. What Wild Animals Are Displayed?

Plans are being developed to display all of the Museum's wild animals in natural habitats. At the moment habitats have been built for white-tail deer, black bear, waterfowl, fox and raccoon. In addition, skunks, a bobcat, an opossum, rabbits, owls, an eagle, and a hawk may be seen in smaller cages. Several species of Florida snakes and an alligator can be seen in glass cages in the Natural Science Building and several varieties of turtles and tortoise are sheltered in a "turtle pond" near the main building.

VIII. EDUCATION PROGRAMS

A. What Are Some Of The Services Offered To The Public And To Groups Of School Children?

The Museum features nine exhibits per year in the main building. These displays involve subjects ranging from arts and crafts to history and the sciences. In many cases the materials for these exhibits are provided by local Tallahassee organizations. In addition, there is a weekly sponsored Museum program featuring a craftsman, musician, natural scientist or film. Both adult and youth organizations use the Museum for meeting places.

B. Are There Any Items For Loans To Schools?

Over one-hundred treasure chests are available for loan to schools in Leon County. These chests are boxed exhibits which contain information and items of interest on geography, natural science, different cultures and history. Pick up and delivery service is provided for the schools by Leon County Media Center. Another interesting service is the Helen Grissett Animal Lending Library. Small animals may be checked out in a cage to a classroom for a day. In addition, Museum teachers may be "borrowed" to share their expertise with school children, and to conduct classes in the schools.

C. What Field Classes Are Offered To School Children?

There are field classes offered in four general areas for Grades K-12:

1. Florida History field classes are entitled: Farm Animals, Everyday Life of a Pioneer Child, Old Tallahassee, Farm Family Life, Florida History, and Florida's Schools Days.

2. Environmental field classes utilize the forty-two acres of wet woodland and swamp. The classes are entitled: "Reading Mother Nature," "Our Changing Seasons," "Plant, Animal and People Communities," "The Chain of Life," "The Tree in Your Life," and "Ecology of the Swamp." For secondary schools the field classes are: "A Successful Life," "Friend or Foe," and "Around or Underneath."

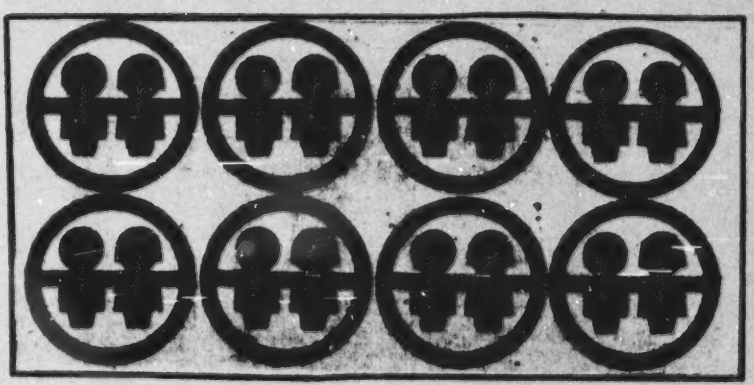
3. Wild animals attract many students each year. The classes deal with adaptations, characteristics and habitats of Florida animals. Classes offered are: "Florida Wildlife," "Animal Classification," "Wildlife Habitats," "Snakes,"

"Insects," "Reptiles," "Birds of North Florida," "Birds of Prey," and "Vanishing Wildlife."

4. Classroom exhibits are designed primarily for elementary and middle school children. They focus on a particular topic and usually are changed every four to six weeks during the school year. The emphasis is placed on student participation. Past exhibits have been: "Spiders," "Christmas in Mexico," "Early Florida Indians," "Oriental Drama," "Under the Sea," etc. In addition, teachers may make arrangements to bring their classes to the Museum's regular exhibits.

5. In the school program special programs in History and Environment, "Life in the 1880s" and "Schoolyard Ecology" are available by special requests from teachers.

6. Special services: Teachers may request special classes in school or at the Museum on subjects that use the Museum's collection and/or the staff's expertise. "The Andes" is a sample special program which has become very popular.



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APPENDIX B:

Evaluative Letters From Persons, Groups, and Agencies Served

The instructional materials and activities printed in each of the booklets were the outgrowth of workshops conducted at the Tallahassee Junior Museum. The suggested activities were those of the participants, the project staff, and occasional consultants. The activities were printed and distributed to help environmental educators in a wide variety of community settings and to foster others' creativity. The activities presented, and the positions taken on environmental issues, represent the views of the authors and not the agencies, groups, and institutions which they represent.

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CENTER FOR THE ARTS AND SCIENCES

LEON DISTRICT SCHOOLS

725 NORTH MACOMB STREET

TALLAHASSEE, FLORIDA 32303

PHONE (904) ~~224-4248~~ 488-2468

MARIBELLE L. CUSTER
ART SUPERVISOR

DR. JOHN S. HUTCHINSON
SCIENCE SUPERVISOR

15 May 1975

Dr. Rodney Allen
College of Education
Florida State University
Tallahassee, FL 32306

Dear Rod,

Thanks for making the "Ways" booklets available for distribution among the county teachers. Feedback has come back regarding the booklets, all of it positive. The STEP booklet has been replicated and successfully used in the six STEP workshops sponsored by the teams from Godby and Rickards High Schools. The Environmental Education Project has made an important contribution to environmental education in our schools.

Sincerely

John S. Hutchinson

John S. Hutchinson

JSH/dhh

APALACHEE AUDUBON CHAPTER
Tallahassee Florida

May 23, 1975

Dr. Rodney F. Allen
Florida State University
Tallahassee, Florida 32306

Dear Dr. Allen:

We would like to thank you and your excellent staff for working with our Chapter to produce a "Ways" booklet for distribution to other Audubon Societies. Members of our Chapter have used the booklet with other community groups as well as in schools. Comments have all been positive.

The Environmental Education Project has provided a real service to us and to the Tallahassee community.

Sincerely,

Helen Grissett

Helen Grissett
President

FLORIDA WILDLIFE FEDERATION

AFFILIATED WITH NATIONAL WILDLIFE FEDERATION

4080 NORTH HAVERHILL ROAD, WEST PALM BEACH, FLORIDA 33407

PHONE: (305) 683-2328

Executive Director
JOHN C. JONES

May 16, 1975

Professor Rodney Allen
Florida State University
Tallahassee, Florida 32304

Dear Professor Allen,

Thank you for the copies of the "WAYS TO ENVIRONMENTAL EDUCATION" booklet produced by the Leon County Sportsmen's Association. The Federation has distributed these booklets and has received many comments on them.

Florida State's environmental education project has done an outstanding job in this field to the people of Florida. We sincerely appreciate this contribution to the Federation and to the public.

If we can be of any help, please let me know.

Very truly yours,

John C. Jones
Executive Director

Printed on 100% reclaimed waste

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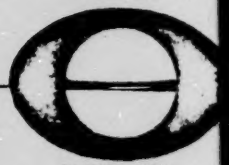
EDUCATION



IS THE KEY

LEON COUNTY ENVIRONMENTAL EDUCATION ADVISORY COUNCIL

725 NORTH MACOMB STREET · TALLAHASSEE, FLORIDA 32304

May 15, 1975

Dr. Rodney Allen
College of Education
Florida State University
Tallahassee, FL 32306

Dear Dr. Allen:

A resolution was passed at the May 13 meeting of the Council expressing appreciation for the efforts of your Environmental Education Project in producing the "Ways" booklets. Examination of the booklets reveals a wide diversity of topics and activities. Such diversity enhances their usefulness not only in the schools, but also in a broad range of community organizations. You certainly have achieved your goal of providing totally community-oriented program. Thank you for this valuable service.

Sincerely

Lehman Barnes

Lehman W. Barnes
Chairman

LWB/dhh

STATE OF FLORIDA
Ralph D. Turlington DEPARTMENT OF EDUCATION
COMMISSIONER
TALLAHASSEE 32304

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
WOODROW J. DARDEN
DIRECTOR

November 12, 1974

Dr. Rodney Allen
Environmental Education Project
College of Education
Florida State University
Tallahassee, Florida 32304

Dear Rod:

Thank you for sharing your "Ways" booklets with the Bureau. I have encouraged my five regional consultants to reproduce them and distribute them in the many workshops they conduct.

I am happy to see Title I exploiting this large, untapped source of creativity dealing with environmental education. The community group you have worked with provides proof that environmental education is life long learning in both formal and non-formal settings. Your project is making an outstanding contribution to Florida's overall effort.

Sincerely,

C. Richard Tillis

C. Richard Tillis
Bureau Chief
Environmental Education

CRT/sf

Ralph D. Turlington
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
WOODROW J. DARDEN
DIRECTOR

May 15, 1975

Dr. Rodney Allen
Environmental Education Project
426 Hull Drive
Florida State University
Tallahassee, Florida 32306

Dear Rod:

Congratulations on completing your project "Adult Leaders Training in Environmental Studies". The thirty-five "Ways" booklets I have received are useful additions to the curriculum development projects sponsored by the Department of Education.

We will have about 20 projects underway this summer and I'm certain the teachers and consultants involved will discover many "Ways" as a result of you and your excellent staff's efforts.

Exploiting community ideas was certainly a worthwhile project and expanded the scope of environmental education in Florida.

Sincerely,

Dick

C. Richard Tillis
Bureau Chief
Bureau of Environmental Education

/sf

Leon County Public Library
P. O. Box 1329
Tallahassee, Florida 32302

October 22, 1974

Mr. Rod Allen
Environmental Education Project
426 Hull Drive
Florida State University
Tallahassee, Florida 32306

Dear Mr. Allen:

On two separate dates in October, Mr. David La Harte, of your project staff, spoke to members of the Tallahassee Garden Club. Much time and preparation went into both of his presentations. Many of those attending were surprised at his activities with the Project and were extremely interested in the workshops conducted at the Junior Museum. In fact, we already have several names of persons who will be calling on you to help them set up workshops.

As Head of Adult Services at the Leon County Public Library and as Chairman of Junior Gardening for the Tallahassee Garden Club, I wish to let you know how glad I am that your Project is in operation and that it is making such fine contributions to our community.

Sincerely,

Della

Mrs. Della Giblon
Head, Adult Services

DG:da

cc. Mr. David La Harte

Tallahassee Garden Club, Inc.

Tallahassee, Florida

Mr. David LaHart
Environmental Education Project
Florida State University
Tallahassee, Florida

Dear Mr. LaHart:

Our Junior Gardening Circle Chairmen did so enjoy your presentation in October concerning the Community Leaders' Training program in environmental Studies. I feel certain that our Youth Programs will be enriched by participation. I understand that one group has already scheduled a study session at the Junior Museum.

Your individual knowledge and enthusiasm does so much to get across the need of expanding environment education activities.

Again, we appreciated your return to our Garden Center to share with our morning Horticulture Program guests and membership in attendance ideas and views on the environmental issues. The slide show shows much work has been accomplished and inspires the views to continue to assist in environmental protection measures.

I enclose a snap shot of Mrs. Barbara S. Todd, Administrator, Title I Program State University System of Florida, yourself and Mrs. Della Hunter Giblon, our Junior Gardening Chairman and Leon County Libriary Adult Services Division representative, taken at the October 9th, meeting. Sorry no picture was made at the next session.

Thank you again David for two fine programs.

Sincerely,

Mrs. Broward McClellan

Mrs. Broward McClellan,
President
Tallahassee Garden Club, Inc.

507 .. Calhoun St.
Tallahassee, 32301

00037

Michigan City Historical Society, Inc.

OLD LIGHTHOUSE MUSEUM

March 10, 1975

Mr. Rodney E. Allen, Director
Environmental Education Project
Florida State University
Tallahassee, Florida, 32304

Dear Mr. Allen:

My daughter, Mary Haas, recently received a copy of "Ways" dealing with projects relating to Colonial Days. She thought it too good to keep and not use, so she passed it on to the elementary supervisor. I was telling her about a display we are planning at our local museum in connection with a Bicentennial project, and she told me about some of the items in your publication that we could use.

Could it be possible for us to receive a copy? If there is a charge I will be happy to send you a check. Please send it to me at my home address--246 Southwood Drive,
Michigan City, Ind. 46360

In looking over the "Ways" about Trees, we determined to borrow some of the ideas to plan a Sunday Church School project-- a visit to one of the large apple orchards in this area, and a study on Johnny Appleseed with the help of a friend who is a Chapman. Thanks for the ideas.

Mary sends her personal regards, and I thank you for anything you can do for our project.

Very truly yours
Michigan City Historical Society

Mrs. Marvin Haas

Gladys E. Haas, Corresponding Secretary

POST OFFICE BOX 512 MICHIGAN CITY, INDIANA 46360

00038

THE DUVAL COUNTY SCHOOL BOARD

ADMINISTRATION BUILDING

1325 SAN MARCO BOULEVARD, JACKSONVILLE, FLORIDA 32207

JOHN T. GUNNING

SUPERINTENDENT OF SCHOOLS

BOARD MEMBERS

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Hugh Schulman
Mrs. Genu Miller
James S. Hornsby
William S. Mathias, Jr.
Joseph L. Cullen

May 20, 1975

Mr. David LaHart
Environmental Education Project
426 Hull Drive
Florida State University
Tallahassee, Florida 32306

Dear Dave:

Thank you for sharing the many excellent booklets prepared by your project at F.S.U. As you know, Jacksonville has a museum and I have shared many of the lessons with the museum's staff. The idea of exploiting community groups for environmental ideas has been a fruitful one.

I have displayed the booklets at several teacher workshops and they received favorable reviews by the teachers. Do you have plans to group the booklets and reprint them? Duval County could certainly make use of such a product.

Please keep me on the mailing list. I enjoy the reading.

Sincerely,

Bill

William R. Fryar
Supervisor, Environmental Education

WRF/kj

SIERRA CLUB

GULF COAST REGIONAL CONSERVATION COMMITTEE

Florida, Alabama, Georgia, Mississippi, Louisiana, Oklahoma, and Texas

November 18, 1974

Dr. Rodney E. Allen
426 Hull Drive
Florida State University
Tallahassee, Florida 32306

Dear Rod:

Having participated in your current program on training in environmental education for adult community leaders, I am most anxious to see it continued.

Sierra Club on a national level has as one of its top priorities the area of environmental education. In serving on the Sierra Club National Environmental Education Committee this past year I became even more acutely aware of how poorly the public understands the major problems facing people today. Our nation must come to grips with wise utilization of natural resources, population and food problems, psychic needs of human beings in an increasingly crowded world, enlightened conservation of natural resources and energy, in order to chart a viable course. An all-out program of educating adults and young people is of prime importance with no time to be lost.

In the Tallahassee community your active program of consulting with and training adult leaders is the key way to move toward a more informed and aware citizenry. Your method of drawing from adults their ideas on relevant activities as well as presenting them with additional ideas is a stimulating way to involve adults to the point of commitment. I am convinced that your leader training program is the most productive action environmental education program in this region today -- we just need it continued and expanded.

Sincerely,

Shirley Taylor

Shirley Taylor, Vice-President, Sierra Club
Chaiman, Gulf Coast Conservation Committee

ST:mh

Lee County
District School Board
County Court House
Fort Myers, Florida 33901
Telephone 334-1102

Ray L. Williams
Superintendent

Dr. W. Robert Anderson
Chairman
Mrs. Rayma C. Page
Vice Chairman
Morton A. Goldberg
Howard DeVore
John William Mills
Harry Blair
Attorney

May 16, 1975

Dr. Rodney F. Allen
College of Education
Department of Social Studies Education
The Florida State University
Tallahassee, FL 32306

Dear Rod:

We have appreciated your sending us copies of the WAYS booklets you and your staff have produced as part of your Title I Project.

WAYS are excellent curriculum materials with an activity focused student involvement approach that we have found excellent. Our staff and teachers have found them very helpful and effective.

You, your staff and teachers have done an outstanding job and are to be commended for the large contribution you have made to Environmental Studies through this project.

Thanks for including us and I hope your program will be able to continue.

Warm regards,

Bill Hammond

William Hammond
Coordinator of Science &
Environmental Education
2266 Second Street
Fort Myers, FL 33901

WH/rh

Girl Scout Council of the Apalachee Bend

Office: Lafayette Park / 224-6123 / P.O. Box 3114 / Tallahassee, Fl. 32303

May 22, 1975

Dr. Rodney Allen
Education Building 414
Florida State University
Tallahassee, Florida

Dear Rod,

The Girl Scout Council has received fifteen of the Environmental Education Activity Booklets. Three of these were developed by teams of active Girl Scout leaders. Thank you for including the council in the development of this resource material. All of the topics in the set of fifteen booklets have tremendous value as a resource tool for our volunteer leaders as they work with the Girl Scouts. We are delighted that they will be available at the museum.

As you know, the Girl Scout Program has always been concerned with the environmental values. These booklets are yet another help toward promoting awareness in our young people.

Sincerely,

Annette Stoker

Annette Stoker
Field Director

AS/ak

Member Agency of United Funds in Bay and Leon Counties and in Quincy

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STATE OF FLORIDA

DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

XXXXXXXXXXXXXX
COMMISSIONER

November 15, 1974

Dr. Rodney F. Allen, Director
Environmental Education Project
Florida State University
426 Hull Drive
Tallahassee, Florida 32306

Dear Rod:

The instructional materials produced under the Higher Education Title I grants have been received very favorably by teachers in southwest central Florida. With the few copies which you have been able to provide me, I have placed them carefully in schools where they will receive maximum use. In schools where teachers desired additional copies, I have asked them to write you directly.

Among the booklets available to date, "Activities with Ants" has received the largest number of favorable comments, at least among elementary school teachers. Teachers have concluded that, while the booklets were written for use at The Tallahassee Junior Museum, they can be adapted to the individual school campus. In fact, adaptability and portability to other environmental settings are among the chief assets of the materials.

Since the materials have received so many favorable comments and are in demand by many teachers in this part of the state, I encourage you to request additional monies for 1975-76 for printing and distribution. As a result, many more teachers and curriculum supervisors who are busy implementing environmental education activities in the school curriculum, will have access to the materials.

If you have any extra copies of recently produced materials, send them to me. I will place them with teachers who will use them in their classes.

Very truly yours,

Steven H. Woolard

Steven H. Woolard
Regional Consultant, IV
Bureau of Environmental Education

SHW:mm

November 12, 1974

Rod Allen
College of Education, Dept. of Social Studies Ed.
Florida State University
Tallahassee, FL 32306

Dear Dr. Allen:

Thank you for sending me the "WAYS" booklets. Although they were written for the Tallahassee Junior Museum, they are applicable to all of Florida.

I particularly enjoyed your "Activities for Little Folks" and have reproduced this booklet for dissemination to the Citrus Council of Girl Scouts who have asked for our help in the areas of natural history training for their leaders. These activities are just what they need to provide a nature lesson at each scout meeting or an interesting walk at a campout.

I appreciate your sending "WAYS" to me and hope you will continue to send along subsequent ones.

Sincerely yours,

Carla Palmer

Carla Palmer
Environmental Education Director

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